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ABSTRACT

A career/vocational assessment program with four participating high schools was developed. The major goal was to provide students the opportunity to identify and explore their specific vocational interests and opportunities. The target population consisted of 222 ninth-graders who were prevocational students or who had expressed an interest in vocational education. Students were administered the Harrington O'Shea Interest Inventory. Scores were correlated using the Guidance Information System (GIS). Each student received a listing of occupations related to their identified interests and researched career groups using GIS, the Virginia VIEW, and other career materials. Results of the assessment and career exploration activities were used as an advisory tool in decision making for course selection and vocational planning. During individual counseling sessions with each student, the project and project results were discussed. Inservice workshops were provided for teachers, counselors, and administrators. (Appendixes, amounting to approximately two-thirds of the report, include the pre/post questionnaire and results for each school.) (YLB)

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FINAL REPORT

August 1, 1985 - May 30, 1986

Improving Vocational Guidance and Counseling by Developing
Career/Vocational Assessment Program

VA-86-II3-GC-001

Vocational Guidance and Counseling Project

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July 21, 1986

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Project Abstract

Title of Proposal: Improving Vocational Guidance and Counseling by Developing a Career/Vocational Assessment Program

Project Director: Lucille A. Sellers, Supervisor, Vocational/Special Education

Project Co-Director: Michelle Lacy, Counselor

Location: 102 North Street, N. W.
Leesburg, Virginia 22075

Funding Periods: August 1, 1985 to May 30, 1986

Objectives:

1. To aid students in the identification of their career/vocational interests.
2. To stimulate early and realistic thinking in terms of career/vocational choices.
3. To provide students with adequate information about a variety of careers and vocational opportunities.
4. To update career/vocational resources through evaluation and purchase of additional materials.
5. To provide students with career awareness and career/vocational exploration materials and activities upon which to base future career decisions.
6. To develop vocational plans based upon Phase I Assessment.

Procedures of Implementation:

Phase I - Identify the students who will participate in the pilot program.

Phase II - Administer the Harrington O'Shea Interest Inventory and provide data print-out for each student.

Identify, evaluate, and purchase appropriate career resource materials.

Phase III - Provide career exploration activities.

Phase IV - Use results of interest inventory and career awareness and exploration activities as an advisory tool in the decision-making process for course selection and vocational counseling.

Phase V - Provide inservice workshops for teachers, counselors and administrators.

Contributions to Vocational Education:

1. Students will be aware of career/vocational options and opportunities available to them.
2. Students will be able to make informed vocational course or program selection choices.
3. Non-vocational teachers will become more familiar with career/vocational options.
4. Increased enrollment in vocational programs.

Improving Vocational Guidance and Counseling by Developing a Career/Vocational Assessment Program

Career/vocational planning, although a long-range objective, begins with the acquisition of knowledge about one's interests, about a variety of careers and vocational opportunities and in planning future learning decisions. Vocational assessment is a method of identifying this valuable information. With the emphasis for assessment identified in Title II of the Carl D. Perkins Vocational Education Act of 1984, it has become an important component of the total educational process.

The purpose of this grant was to develop a pilot Phase I assessment program with all four high schools participating in the project. The major goal was to provide students the opportunity to identify and explore their specific vocational interests and opportunities.

Objectives

1. To aid students in the identification of their career/vocational interests.
2. To stimulate early and realistic thinking in terms of career/vocational choices.
3. To provide students with adequate information about a variety of careers and vocational opportunities.
4. To update career/vocational resources to meet the expressed needs of our students and support our comprehensive guidance program.
5. To provide students with career/vocational awareness and exploration activities.
6. To develop career/vocational plans based on assessment.

Procedures of Implementation

A. Project Design

Phase I A steering committee was established at each of the high schools. Each committee was comprised of the project director, a school administrator, the guidance staff and certain teachers.

Phase II Pre and post assessment information was obtained by the counselor for each student in the program. (See Appendix A)

The Harrington O'Shea Interest Inventory was administered to all students. Students expressed vocational interests were identified and compared to the results of the interest inventory.

Phase III Student scores obtained from the Harrington O'Shea Interest Inventory were correlated using the Guidance Information System. Each student received a hard copy listing the occupations related to their identified interests.

Phase IV Students researched career opportunities using the Guidance Information System, The Virginia VIEW and other career materials.

Phase V The results of the assessment and the career exploration activities were utilized as an advisory tool in decision making for course selection and vocational planning.

Each student in the project was involved in an individual counseling session. During the session, the project and project results were discussed with the student.

Phase VI Inservice workshops were provided for teachers, counselors and administrators.

Counselors and administrators were inserviced on project objectives and expected outcomes.

Counselors and certain administrators were given intensive training on the use of the Guidance Information System.

Teachers whose students were project participants were included in activities of the project. We found the teachers to be very receptive of the project.

Loudoun County High School provided an inservice to their entire teaching staff. The purpose was to acquaint them with the resource center and the materials available.

B. Target Population

The target population consisted of approximately 50 to 75 9th grade students at each of the four participating high schools. These students were prevocational students or students who had expressed an interest in vocational education but who had no clear vocational goal. A total of 222 students benefited from this project. A detailed description of the project participants is as follows:

1. Description of project participants

- LVHS - First time ninth graders
 - Students enrolled in one of the following classes
 - a. Agriculture Science
 - b. World of Construction
 - c. Consumer & Homemaking
 - d. Introduction to Business
- LVHS - All freshmen enrolled in vocational classes
- BRHS - Students enrolled in English 9 General and Basic
- PVHS - All Introduction to Business students

2. Number of faculty, staff and administrators who helped to implement the plan.

Phase I assessment

School	Teachers	Counselors	Administrators	Other
LVHS	5	3	2	1
LCHS	5	3	2	1
BRHS	5	3	2	1
PVHS	5	3	2	1
Total	20	12	8	4

Results and Accomplishments

Through project activities, students were better prepared to make more realistic career choices and to select the appropriate course work to meet their identified career goals.

Based upon their research, 40% of the project participants changed their educational plans.

Based upon the research, 64% of the project participants changed their 1st choice in the careers that were of interest to them.

After researching their career interests, 26% of the project participants changed Data, People or Things categories.

Based upon the post-questionnaire, it was identified that students obtained career information from the following sources (in order from most to least): counselors, career resource center, teachers, library, personal contact with workers, on-the-job experiences, other sources such as parents, neighbors, etc., clubs and activities and correspondence.

The computer using the GIS System, the VA VIEW Microfiche and short career briefs or biographies were identified as the most used and liked materials for the research project.

Students expressed the need for more time to complete the project and especially to work with the computer.

At LCHS, students expressed the need to enlarge the career center to make it more usable.

Comments

The following comments were made by project participants. These comments reflect the real learning that occurred during the project.

- Jobs call for education
- Matching my interests with different occupations
- Finding out the kind of training needed for jobs
- Finding out about new jobs that I didn't know about
- Learned to look at more jobs
- That there are many jobs that I liked
- That some of the jobs I thought I really liked I didn't like
- That getting some jobs isn't as easy as it seems
- More work involved in a job than I realized
- You need to finish high school to get a job
- That there are a lot of careers to choose from

Evaluation of the Project

Evaluation of the project was obtained through the comparison of the pre and post project questionnaires (See Appendix B) and the comments made by students, counselors and teachers.

Conclusions, Implications and Recommendations

Counselors involved with the project expressed a wish that the project be expanded so that all 9th grade students would be involved.

It was felt that the project would work better if directed by the teacher and infused into subject matter using the counselors as resource persons.

More research questions be added as per the request of the students.

APPENDICES

Pre & Post-Questionnaire

CAREER EDUCATION QUESTIONNAIRE

NAME: _____
 (Last) (First) (Middle)

SEX: _____ MALE _____ FEMALE AGE _____

SCHOOL: _____ GRADE _____

1. What 2 school subjects do you like best?

2. How much education do you plan?

- _____ leave high school without graduating
- _____ graduate but not go beyond high school
- _____ receive a high school diploma with specific vocational classes
- _____ graduate from high school and go to a technical, trade, or business school
- _____ complete one or two years in a junior or community college
- _____ graduate from a four-year college
- _____ graduate from a four-year college and go to a graduate or professional school

3. I prefer occupations which mainly involved: (Select only one)

_____ DATA: In DATA occupations you deal with information, knowledge, and ideas. You work with words, numbers, or both. Generally you should prefer more contact with information than with people or things.

_____ PEOPLE: In PEOPLE occupations you deal with humans or occasionally animals. Generally you should prefer more contact with people than with data (information) or things.

_____ THINGS: In THINGS occupations you work with machines, tools, materials, and equipment. Generally you should prefer more contact with things than with data (information) or people.

4. List 3 careers/jobs that might interest you.

5. Check any sources and/or places where you have received career information.

_____ Counselors	_____ On the job experience
_____ Teachers	_____ Other: (Please list)
_____ Library	_____
_____ Career Resource Canter	_____
_____ Correspondence	_____
_____ Personal contact with someone on the job	
_____ Clubs or activities	

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RESULTS OF THE PRE AND POST PROJECT QUESTIONNAIRE

Broad Run High School

The following information identifies the differences in response between the pre-questionnaire and the post-questionnaire as well as student evaluation of the Phase I assessment process.

1. What two (2) subjects do you like best?

	Male	Female
Subjects Remained the Same	9	5
Subjects Changed	29	10

2. How much education do you plan?

	Pre		Post	
	Male	Female	Male	Female
Leave high school without graduating	1	0	1	0
Graduate but not go beyond high school	8	2	8	2
High school diploma with specific vocational classes	10	7	8	2
Graduate from high school and go to a technical, trade or business school	5	2	8	4
Complete one or two years at a junior or community college	2	0	2	2
Graduate from a four-year college	11	3	10	4
Graduate from a four-year college and go to a graduate or professional school	1	1	1	1

	Male	Female
More Education	8	6
Less Education	8	2
No Change	22	7
No Answer	0	0

3. I prefer occupations which mainly involve: Data, People or Things.

	Male	Female
Changed Categories	7	1
Remained in the Same Category	31	14
No Response	0	0

4. List 3 careers/jobs that might interest you.

	Male	Female
1st Choice Remained the Same	14	4
1st Choice Changed	25	11

5. Check any sources and/or places where you have received career information.

	Pre		Post	
	Male	Female	Male	Female
Counselor	23	9	24	9
Teacher	23	11	24	8
Library	6	4	22	10
Career Resource Center	6	5	21	10
Correspondence	0	0	3	1
Personal Contact With Workers	19	9	19	5
Clubs & Activities	9	1	6	2
On Job Experience	12	5	13	3
Other	9	3	6	2
No Response	1	1	0	0

Counseling Session Results

	Male	Female
Helped Set Realistic Goals	9	6
Reinforced Identified Goal	10	3
Changed Career Goal	2	0
Continues to Hold Unrealistic Goal	9	3
Helped Identify Educational Needs	2	1
Information Used for Course Selection	4	2
Other	2	1

Student Comments

	Male	Female
Liked Career Information	22	11
Enjoyed Working With the Computer	3	2
Project was Interesting	1	0
Project was Fun	0	1
Found That I Don't Want to do Some Jobs Researched	1	0
Identified Job Requirements	2	0
More Research Questions	0	1
Took Too Long to Find Information	0	1
Other	3	0

Student Improvement Suggestions

More Time

More Computer Time

More Available Information

Have Career Speakers

See or Experience Job Selections

RESULTS OF THE PRE AND POST PROJECT QUESTIONNAIRE

Loudoun County High School

The following information identifies the differences in response between the pre-questionnaire and the post-questionnaire as well as student evaluation of the Phase I assessment process.

1. What two (2) subjects do you like best?

	Male	Female
Subjects Remained the Same	16	2
Subjects Changed	36	16

2. How much education do you plan?

	Pre		Post	
	Male	Female	Male	Female
Leave high school without graduating	0	0	0	0
Graduate but not go beyond high school	5	1	5	2
High school diploma with specific vocational classes	8	1	8	2
Graduate from high school and go to a technical, trade or business school	9	5	4	2
Complete one or two years at a junior or community college	5	3	4	2
Graduate from a four-year college	18	8	16	7
Graduate from a four-year college and go to a graduate or professional school	4	5	4	3
No Response	1	0	9	5

	Male	Female
More Education	6	3
Less Education	8	5
No Change	27	9
No Answer	9	5

3. I prefer occupations which mainly involve: Data, People or Things.

	Male	Female
Changed Categories	9	9
Remained in the Same Category	31	10
No Response	11	4

4. List 3 careers/jobs that might interest you.

	Male	Female
1st Choice Remained the Same	15	6
1st Choice Changed	37	17

5. Check any sources and/or places where you have received career information.

	Pre		Post	
	Male	Female	Male	Female
Counselor	25	12	32	9
Teacher	20	11	18	10
Library	24	9	21	10
Career Resource Center	24	13	29	9
Correspondence	6	1	1	3
Personal Contact With Workers	22	11	20	10
Clubs & Activities	7	3	9	1
On Job Experience	17	5	11	4
Other	8	1	1	3
No Response	2	0	11	7

Student Evaluation

1. What 2 things did you like about the career unit?

		Male	Female
Working with the Computer	1st response	15	7
	2nd response	5	5
Career Information	1st response	17	6
	2nd response	13	4
Identifying Jobs that Relate to my Interests	1st response	5	5
	2nd response	4	2
Using the VA VIEW Microfiche	1st response	1	0
	2nd response	3	1
Identifying Subjects Needed	1st response	2	0
	2nd response	0	1
Salary Information	1st response	0	0
	2nd response	3	1
Job Requirements	1st response	0	0
	2nd response	1	0
College Information	1st response	0	0
	2nd response	1	0
Other	1st response	7	2
	2nd response	8	1
No Response	1st response	2	2
	2nd response	13	3

2. What would you change about the project to make it more helpful?

	Male	Female
Nothing	20	9
Bigger Room	16	10
More Computers	13	9
Better Selection of Job Requests	5	2
More Time	3	0
More Microfiche	2	0
Resource Speakers	1	0
Summer Job Information	1	0
Keep it Up-Dated	1	0
Add More to the Career Unit	1	0
Use More Often	1	0
Other	1	0
No Response	1	0

3. What did you learn that you didn't know before?

	Male	Female
Salary Information	12	5
Education Required	8	2
Work Involved in a Career	3	4
Jobs That Fit My Interests	4	1
Subjects Needed	2	2
My Career Goal	0	2
Use of Career Center	2	0
Found That I Like Some Jobs That I Didn't Before Project	2	0
A Lot of Careers to Choose From	1	0
Jobs That I Thought Were Interesting But Really Were Not	2	1
Career Information	1	0
Use of Computer	1	0
Nothing	19	2
Other	0	3

4. Did this unit help you with course selection?

	Male	Female
Yes	31	18
No	20	3

5. Did this unit cause you to change your career goals?

	Male	Female
Yes	10	4
No	40	14
Maybe	1	1
No Response	0	1

6. Did this unit help identify the education and training needed for your career choice?

	Male	Female
Yes	42	18
No	9	3

7. Do you feel that you will now use the career center more often?

	Male	Female
Yes	32	11
No	15	9
Maybe	4	
No Response	1	

8. Do you feel that this project has helped you and why?

	Male	Female
Yes	40	17
No	12	2
Sort of	1	
Gave me more information about careers	0	26
Helped me select a job	0	5
Explained requirements	0	7
Helped identify my choices	0	3
Salary	1	0
Other	0	16

RESULTS OF THE PRE AND POST PROJECT QUESTIONNAIRE

Loudoun Valley High School

The following information identifies the differences in response between the pre-questionnaire and the post-questionnaire as well as student evaluation of the Phase I assessment process.

1. What two (2) subjects do you like best?

	Male	Female
Subjects Remained the Same	18	8
Subjects Changed	16	8

2. How much education do you plan?

	Pre		Post	
	Male	Female	Male	Female
Leave high school without graduating	1	0	0	0
Graduate but not go beyond high school	5	1	4	1
High school diploma with specific vocational classes	2	1	6	0
Graduate from high school and go to a technical, trade or business school	7	5	4	4
Complete one or two years at a junior or community college	1	1	5	6
Graduate from a four-year college	7	6	13	4
Graduate from a four-year college and go to a graduate or professional school	1	1	2	0
No Response	0	1	0	1

	Male	Female
More Education	15	5
Less Education	4	3
No Change	15	7
No Answer	0	0

3. I prefer occupations which mainly involve: Data, People or Things.

	Male	Female
Changed Categories	12	8
Remained in the Same Category	22	8
No Response	0	0

4. List 3 careers/jobs that might interest you.

	Male	Female
1st Choice Remained the Same	16	7
1st Choice Changed	15	9

5. Check any sources and/or places where you have received career information.

	Pre		Post	
	Male	Female	Male	Female
Counselor	17	5	27	16
Teacher	18	9	13	3
Library	9	6	8	3
Career Resource Center	2	3	11	4
Correspondence	0	0	0	0
Personal Contact With Workers	12	5	19	5
Clubs & Activities	7	1	2	1
On Job Experience	13	2	12	3
Other	20	5	4	0
No Response	2	4	0	0

Student Evaluation

1. What did you enjoy most about the career project?

	Male	Female
Finding Jobs That Matched My Interests	14	3
Information About Careers	10	4
Working With the Computer	5	2
GIS (Guidance Information System)	1	1
Salary Information	2	0
Job Requirements	0	1
Learning What to do After Graduation	0	1
Doing Something for Myself	0	1
Getting the Experience	0	1
Other	1	2

2. List one thing you have learned from this experience.

	Male	Female
Information About Jobs	7	5
Educational Requirements	8	5
Jobs That Fit My Interests	7	1
Salary Information	4	1
How Much Effort You Put Into Work	2	2
What My Career Will Be	1	0
More Jobs Available Than Expected	1	0
Using the Computer	1	0
Other	3	0

3. Was there information that you wanted but couldn't find?

	Male	Female
Yes	9	3
No	22	7
No Response	3	5

4. Rate the following group activities.

	Very Helpful		Helpful		Not Helpful		Not Needed		No Response	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Pre Career Education Questionnaire	4	3	17	7	8	2	5	2	0	1
Interest Inventory	8	5	20	8	1	1	5	1	0	0
GIS Occupational Information from Interest Inventory	11	8	17	7	4	0	2	0	0	0
Career Information from Career Resource Center	12	7	15	7	4	0	3	0	0	1
Career Research of 3 Career Choices	12	5	15	8	2	1	5	0	0	1
Post Career Education Questionnaire	2	3	15	5	14	3	3	3	0	1

5. Did you change your career goal?

	Male	Female
Yes	8	5
No	26	10

RESULTS OF THE PRE AND POST PROJECT QUESTIONNAIRE

Park View High School

The following information identifies the differences in response between the pre-questionnaire and the post-questionnaire as well as student evaluation of the Phase I assessment process.

1. What two (2) subjects do you like best?

	Male	Female
Subjects Remained the Same	7	9
Subjects Changed	8	21

2. How much education do you plan?

	Pre		Post	
	Male	Female	Male	Female
Leave high school without graduating	0	0	0	0
Graduate but not go beyond high school	0	0	0	2
High school diploma with specific vocational classes	0	3	0	3
Graduate from high school and go to a technical, trade or business school	3	6	2	6
Complete one or two years at a junior or community college	4	5	3	1
Graduate from a four-year college	7	9	9	14
Graduate from a four-year college and go to a graduate or professional school	0	7	1	4
No Response	0	0	0	0

	Male	Female
More Education	4	3
Less Education	1	7
No Change	10	20
No Answer	0	0

3. I prefer occupations which mainly involve: Data, People or Things.

	Male	Female
Changed Categories	7	4
Remained in the Same Category	9	25
No Response	0	0

4. List 3 careers/jobs that might interest you.

	Male	Female
1st Choice Remained the Same	4	13
1st Choice Changed	11	17

5. Check any sources and/or places where you have received career information.

	Pre		Post	
	Male	Female	Male	Female
Counselor	5	21	8	22
Teacher	5	13	5	16
Library	2	7	3	9
Career Resource Center	3	2	8	22
Correspondence	0	2	0	2
Personal Contact With Workers	5	11	3	11
Clubs & Activities	2	5	0	3
On Job Experience	4	5	11	3
Other	4	5	2	5
No Response	1	3	1	0

Student Evaluation

1. What did you find helpful in doing the career project?

	Male	Female
Helped Me to Plan My Future	2	8
Learned About Jobs I Didn't Know About	3	4
Career Information	2	8
Salary Information	1	3
Job Requirements	0	3
Subjects Needed	0	2
Microfiche	0	1
Other	0	1
Nothing	0	1
No Response	4	2

2. What suggestions do you have for improving the project?

	Male	Female
No Suggestions	10	20
More Time	2	5
Resource Speakers	2	0
More Resources	0	1
More Research Questions	0	1
Better Information About Unpopular Jobs	0	1
Visit Vo-Tech	0	1
Have Us Write to Resources for Additional Information	0	1
Other	1	0

3. The career unit was:

	Male	Female
Helpful	12	30
Not Helpful	2	3

4. Did you change your career goals?

	Male	Female
Yes	6	13
No	8	20

5. Did your career goals remain the same?

	Male	Female
Yes	10	24
No	4	9

6. Did you change course selection as a result of the project?

	Male	Female
Yes	4	13
No	9	20

Students who identified career goal changes but also said goals remained unchanged.

Male	Female
4	4

Changed career goal and course selection.

Male	Female
3	7

Career goal remained the same but student changed course selection.

Male	Female
3	6

Student said project was not helpful, had no goal change, but changed course selection.

Male	Female
0	1

BUDGET SUMMARY

	<u>Budget Request from State</u>	<u>Expenditures to Date</u>	<u>Local Contribution</u>
I. Salaries-Project director's pro-rated salary of 10% of annual salary.	000.00	3,559.00	3,559.00
Subtotal	000.00	3,559.00	3,559.00
II. Contractural Services	000.00	000.00	000.00
Subtotal	000.00	000.00	000.00
III. Materials and Supplies			
Materials Purchased	7,000.00	14,489.66	7,489.66
Subtotal	7,000.00	14,489.66	7,489.66
IV. Travel			
Workshop for project directors Germanna Community College Charlottesville (Mileage at .205¢/mile, lodging, and other approved expenses).	000.00	39.59	39.59
Subtotal	000.00	39.59	39.59
V. Other Related Expenses	000.00	000.00	000.00
Subtotal	000.00	000.00	000.00
TOTAL	7,000.00	18,088.25	11,088.25